Basic Skills at NWLD

Report on the SET Needs Assessment for MacMillan Bloedel Limited New Westminster Lumber Division

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August 1993

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"Things have improved but what surprises me is that they characterize us as a group. And say, if you've maybe been around in the industry for 30 years, then you're stupid."

ABOUT THIS REPORT

The Skill Enhancement Training committee wanted the main report to be as short as possible. We have placed some information that would usually appear in the body of the report at the end in separate sections.

There is a quotation from an interview at the top of this page. There are more quotations from interviews and focus groups throughout this report. All of the quotations are in italics. The quotations allow the people of the Division to speak for themselves, in their own words. They also give examples of the range of responses, and the concerns people brought forward.

The consultants would like to thank:

- ✓ the members of the SET committee: Brian Douglas, Bhim Gandham, Dwayne Leskewitch, and Les Veale. It is a real pleasure to work with such an effective and committed group.
- ✓ the managers and supervisors of NWLD for their support and cooperation in assuring that everyone who volunteered was allowed to participate in the needs assessment during their working hours.
- ✓ the union, IWA-CANADA Local 1-3567 for actively supporting SET and this needs assessment.
- ✓ the participants, all 88 of them, for taking the time, and caring to tell us their ideas about basic skills training needs and the issues for people at NWLD.

Sue Folinsbee's participation in this project was provided by the Workplace Advisory Service of ABC CANADA. We are grateful to ABC CANADA for lending Sue to SET at NWLD.

"There's a big interest in retraining. We can't wait for people we hire, we have to train the people who are here now."

SUMMARY

An organizational needs assessment of basic skills training needs was conducted in June 1993 at MacMillan Bloedel Limited, New Westminster Lumber Division (NWLD).

Eighty-eight of approximately 250 employees directly participated as volunteers in either a focus group or an individual interview.

Basic skills needs included by the internal committee were communications, writing, reading, math, computer skills and on-going education.

The needs assessment found concerns around communication skills, diversity issues and technology changes. Participants reported a need for people skills. They believe basic math, reading and writing skills need to be improved. There is a lot of interest in high school equivalency programs.

For about half, the workplace is not a safe place to be a learner. Confidence, trust and self-esteem emerged as major factors in the basic skills improvement plan.

Recommendations include communication and diversity training as a high priority. A spoken English course, introductory computer courses, reading, writing and mathematics courses, and support for workers who are becoming learners are also recommended as part of a minimum response to needs.

Further recommendations include plain language writing, establishing a learning centre on the plant, and hiring professional instructors and trainers. A number of policy and process recommendations are offered to make the Skill Enhancement Training Strategy at NWLD serve the goals of individuals as well as those of the Division.

"I think it would be good to see people thinking again. Some jobs turn you to mush. It might change some guys."

BACKGROUND

The New Westminster Lumber Division (NWLD) of MacMillan Bloedel Limited produces value-added lumber products for customers around the world. The main product lines include seasoned and unseasoned bevels, panels and siding, and boards manufactured from small logs of Western Red Cedar and Pacific Coast Yellow Cedar.

In the past ten years NWLD has changed rapidly. New technologies have changed the way some people work. Communication patterns have changed, too. Together the union, IWA-CANADA Local 1-3567, and management identified training and retraining as an important issue. The four member Skill Enhancement Training (SET) Committee had a mandate for employee development. They learned about literacy and workforce education. In January 1993 Sue Folinsbee conducted a planning session for key people in the division to look at basic skills and to begin to plan a strategy to address skill needs at NWLD.

The Skill Enhancement Training (SET) Committee of NWLD identified communications, writing, reading, math, computer skills and on-going education as areas likely of concern to people at NWLD.

"I'd like to see more experiences like this, more input from people."

THE STRATEGY AND METHOD

This report presents the findings and the recommendations of the needs assessment conducted during June 1993. A full discussion of the needs assessment strategy, the method used to collect the data, its limitations, the interview questions and focus group process are presented in a separate section at the end of this report.

The 88 of about 250 employees who took part in the 8 focus groups and the 26 interviews represent a cross-section of the employees at NWLD. All levels, departments and shifts were represented. The participants include people from a range of ages, experience, cultural groups, and positions. All were volunteers and participated willingly.

They agreed overall on the kinds of basic skills training needs and on the types of programs that should be offered. They also agreed on the major barriers. Their vision of the NWLD in 1995, after two years of successful Skill Enhancement Training is included in this report.

An organizational needs assessment provides a general picture of basic skill needs. Individuals were not assessed or tested in any way. Participants were promised confidentiality. Any identifying details have been removed from the quotations and information in this report.

"We need to activate 250 minds. We need to get maximum output from all the employees, just to survive."

RECOMMENDATIONS

In this section we present and discuss the recommendations and their associated findings. Quotations from interviews and focus group sessions are included so the participants can be heard in their own words. The consultants' analysis is labeled for clarity.

I. POLICY AND PROCESS RECOMMENDATIONS

- **Start small, but not too small.**

Make sure there are some choices, and options available from the beginning. People are going to want to see something for themselves.

At a minimum the Division should offer:

- ✓ High priority communication and diversity training
- ✓ A pilot spoken English course
- ✓ Introductory computer training
- ✓ Support for workers who are becoming learners

Here's why.

These four offerings represent a balanced response to the many needs and concerns brought forward in the needs assessment.

Communication is a primary concern. Almost everyone felt that communication needs to be improved. People identified training needs in:

- ✓ Face-to-face communication.
- ✓ Radio and telephone communication.
- ✓ Written communication.

Many said that communication was mostly someone else's problem, or that others should be trained. People gave examples of miscommunication, extra time needed, low participation, and conflict between co-workers or between supervisors and workers as examples of communication problems.

Diversity issues are part of the communication situation.

The people who work together at the Division come from different backgrounds. Education, language, and culture all influence interpersonal relations. About half of the participants asked to know more about their co-workers cultures, or for a course in cross-cultural understanding.

52% said that they or others should be trained in dealing with people. About 10 % of participants said that having different nationalities on the plant contributed to conflict. About the same number of people said there was no problem at all in working with different nationalities. 42% of interview participants told of examples where they or others were treated poorly or unfairly by co-workers, supervisors, the union or "the company."

Some people expressed resentment at the idea that mill workers would be given support in basic skills or English language communication.

Analysis.

This minimum recommended response emphasizes communication skills. We believe that addressing communication and diversity issues is the first thing the Division should do. Right now trust and communication between groups stands in the way of NWLD achieving its goal of becoming a participatory workplace. Computer courses, and support for workers returning to school are complementary steps toward improving skills and becoming a learning friendly environment. For details of these and other programs see the Responding to Training Needs section of these recommendations. Offering fewer options would marginalize the participants. SET is for everyone.

- **Consider making at least some training time paid time.**
- **There should be fair treatment in paid time for training.**

- **If only a limited number of people will be allowed to participate during the pilot period, it is essential that a clear policy for SET participation be adopted and made known to everyone.**

Here's why.

> *"As far as work skills go, people think it's up to the company."*
>
> *"If it was tied to an increase in pay, they might go for up-grading."*
>
> *"We'll have to watch that participation is fairly regulated. There is a danger that only the favorites will get a chance to train."*

Analysis.

There are several successful models that could be considered. The most common situation is that half of training time is paid time. Usually this means that some training time is during a shift. Sometimes this means pay at straight time, but training is off shift. Sometimes the money is paid as a bonus only upon completion of the course, as an incentive to attend all the sessions. Less frequently, but where motivation is high, all training is done on personal time.

Here is another successful model to encourage people to get involved. Under this system everyone has a chance to apply to do some training on paid time every year, then some on shared time, and any further training on personal time (i.e., first course paid, second one shared, third one and subsequent ones on own time only). Paying hourly workers to improve literacy or communication, investing in their skills as in the managers' skills, is a powerful incentive.

Obviously seniority is the most accepted system for any privileges for hourly paid workers. In the case of SET training, on or off plant, we would like to see a policy that would allow all interested volunteers access to training.

- **People with the power to do so should address concerns raised in the interviews and focus groups around pornography and violence.**

There is a brief summary of the stories as told to the interviewers in the Appendix section. Management, or perhaps the plant committee should consider these concerns and take whatever action is appropriate at a policy level.

- **Make NWLD a place where reading and learning are part of everyday life.**

The recommended courses and support for learners outlined elsewhere in this report will help to establish an atmosphere where continuous learning is accepted and encouraged. Committed individuals, managers and leaders can also do much to make NWLD a learning friendly place. Here are some additional low risk, easy to implement ideas.

- ✓ Set up a SET information display in the canteen and the lunchroom. Start with this report, and update it with community information, articles of interest and the like. Alternatively, use the Cedar Reader to give basic skills a growing profile at NWLD.

- ✓ Establish a reading corner or two. Make reading, pleasure reading and work-related reading and technical reading a visible, normal part of life at the Division. Start a collection with a Reader's Digest subscription and a Take a Book, Leave a Book shelf.

- ✓ Set up a computer corner. Interest is high. Could people use company equipment over the lunch hour to show a co-worker a little about how a PC works?

Here's why.

> *"You know, they call us 'dumb fucking mill workers.' I guess after a while you start to think of yourself that way, too."*
>
> *"Now guys like me, we might not be able to learn to use a computer, but for the young ones, sure. I think there'll be a lot of interest."*
>
> *"If I could improve my reading I think I'd feel a great deal of satisfaction. Now it's a hassle and I feel pretty bad."*
>
> *"Some guys would tease you if they knew you were doing a class."*

For about half, the workplace is not a safe place to be a learner. When participants were asked to identify barriers to training, comfort, pride and fear of ridicule were most often mentioned.

56% of participants said fear, or lack of trust would be a barrier to training. 45% said pride. Even though the majority of workers are in the same situation regarding basic skills and high school credentials, they don't trust each other or the company enough to be open about it. They feel vulnerable to cutting remarks, usually called "teasing." These people said they would be more comfortable doing any skills up-grading off the plant.

Only one focus group, and one person interviewed said there might be fear of "fall out from the company" if a basic skills need were identified in an individual.

What about the other half? The participants who said they were comfortable on site are the ones who have Grade 12, and people who felt they could cope with any teasing about skills training. This more self-confident group includes managers, supervisors, office people, some mill workers, workers with trades and almost all the Canadian people who speak Punjabi and are known as "East Indians."

Analysis.

What comes first – confidence and trust, or basic skills improvement? For some people, the workplace will have to be a safer place to learn before they will get involved with SET. This will involve a lot of individual changes, and will require leadership from SET champions. In our experience, once successful learning starts happening the atmosphere in the workplace will change very quickly. As individuals gain competency in basic skills, they will gain confidence.

Self-esteem comes from believing that you are competent, likable and capable. People who receive and accept enough messages that they are not likable, or not capable, people who believe that they are not competent, have low self-esteem. Some of the most revealing responses touch on self-esteem as a training issue, as demonstrated in the quotations accompanying this recommendation.

Setting up a reading corner or a display is not going to change attitudes, but it will increase visibility. The need to change the atmosphere of the NWLD community to one that is more tolerant and supportive is a need that underlines many of the recommendations in this report. Similarly, improving skills and self-esteem is a need that is addressed through many recommendations.

- **Make the current training policy explicit.**

Analysis.

People were not sure what would be reimbursed and what would not be. The Division has a liberal and flexible policy of reimbursing employees for completed courses. If this includes courses related to high school equivalency or even basic literacy level courses, and we believe that it does, this should be made known. Financial support of this kind would be an incentive for some people.

- **The SET initiative needs an evaluation strategy.**

> *"If I got my Grade 12 that would personally be it, for self-esteem or whatever."*
>
> *"If I can talk with my co-workers, and they accept me, then SET will be a big success."*
>
> *"SET will be successful if people are participating in decision-making."*
>
> *"If we are all able to communicate and if The Division is more successful then we'll know SET worked."*

Analysis.

The committee, or a larger group needs to develop an evaluation strategy that makes sense for NWLD. Any educators involved in long term delivery should play a role in informing and facilitating this process. ABC CANADA offers a new evaluation strategy workshop to enable workplace programs to set up an appropriate evaluation strategy.

Any funders or other partners may also want a part in setting the evaluation criteria. It is important to determine what the short term and long term success markers for SET will be.

- **For SET to be successful, it will have to be a people program, not just a skills program. We recommend that SET continue to follow proven principles of good practice in workplace education.**

  Specifically that SET:

  - ✓ is participatory in every sense
  - ✓ respects cultural, linguistic and racial diversity
  - ✓ is contextual and builds on skills people already have
  - ✓ is for everyone
  - ✓ is voluntary
  - ✓ keeps individual results confidential.

Here's why.

"There's a lot of guys here, I don't trust."

"No one wants to hear from us. Not the union, not the company."

"People who don't read, they work on the chains and they don't need it."

Before I'm 50 I'd like to finish high school. Now you need it for every job.

Analysis.

The SET initiative aims to help employees who have difficulties that are often seen as personal, private, and even painful.

There are recurring themes in the interviews and focus groups of trust and mistrust, fear and confidence, hope and discouragement. These very human concerns are central to the current training situation at the plant. Every aspect of SET should keep this in mind. SET needs to be flexible, open ended and welcoming.

- **Plan for financial self-sufficiency.**
- **Plan for a year, three years, five years.**

Here's why.

Experience across Canada and the United States has shown that basic skills training initiatives that start with outside funding tend to be discontinued when funding runs out. This tends to happen no matter what their worth, or how many participants there have been, or how successful they are judged to be.

Analysis.

Starting only with outside funding, or beginning only those portions of SET training that may be eligible for subsidies from government increases the likelihood that SET will be a short-lived program.

In any case, there are limited financial supports and subsidies available from governments or private outside sources today. Grants or subsidies may be able to help with start-up costs, partial wage payments or perhaps an initial coordinator's salary. Large corporations are less likely to receive such grants.

The kinds of change involved in SET, especially for High School certification and for the basic ESL group will need a long term commitment. We believe a winning strategy will be to make short term and long term plans, with responsibilities gradually transferred from external to internal experts.

For continuity and the best success of SET, the consultants from this needs assessment should stay with the project for at least the pilot period or until they are no longer needed.

"Everyone talks about communication skills. What the heck is that?"

II. Responding To Training Needs

A. Communication and Diversity

- **We recommend diversity and communication training for everyone in the division as a long term goal.**

The diversity and communication training should include inter-group communication strategies. Increasing cross-cultural sensitivities and tolerance is an important goal for this training. Communication and diversity training should be customized and geared to people's needs.

Here's why.

"In the canteen I was told, 'You're sitting at the wrong table. Sitting at the Hindu's table.'"

"We need alternatives to vulgarity."

"They are easily offended. They don't get jokes. I've had them try to make me screw up on the job so I'd get mad and quit."

"If they hear a female voice on the radio, they just don't answer. Like we don't exist."

"Managers conflict with people who don't agree sometimes."

Analysis.

We believe that everyone at NWLD needs to learn to communicate with greater respect and understanding.

Communication at NWLD happens in a truly diverse environment. There are people here trying to communicate across languages and cultures as well as across educational backgrounds, genders, and management/labour perspectives.

The struggle to communicate breaks down into yelling, swearing, silence, ignoring each other, intimidation and misunderstanding. Feelings are hurt,

resentments are buried, and occasionally men get into fist fights. People stick with their own kind and their own work group so that the crews become social units divided into ethnic groups.

Customers are also diverse. NWLD exports its wood products to Asia, Europe and the United States. Visiting customers and potential customers tour the plant regularly. Improving cross-cultural communication skills will make everyone a better customer communicator too.

- **Diversity issues need to be dealt with no only in terms of communication, but also in terms of policy and practice.**

Diversity includes all of our differences, like culture, language, race and gender. At NWLD labour, management and office workers add to the diversity.

Learning to cope with diversity, not be threatened by diversity, function in diversity, manage diversity and thrive on diversity is an important task for the people at NWLD.

Here's why.

> *"East Indians get passed over for postings. Or they just won't post the job until there's someone else who can get it. That kind of thing, not posting a job could happen to a white guy, too. They bend the rules, or make rules to favor some people."*
>
> *"Not all the Chinese guys can speak English. If they have a complaint they just swallow it. They remember, but they don't tell. They don't even tell me. Maybe we need a translator. No supervisor speaks Cantonese; one went to another mill."*
>
> *"There are divisions here created by management who want to keep some people above the others."*

A number of people had stories they wanted to get off their chests about unfair treatment. Most of the stories were about information not given to them, or jobs not posted, or not being included in meetings or other sessions. With only one exception, these stories were told by minority group members.

Analysis.

NWLD is losing out on the full participation of minority group members. Any lack of participation on their part seems to be at least partly due to a perceived lack of welcome.

Majority group members who spoke of communication difficulties often pointed to ESL accents or non-English speakers as the issue. Minority group members more often talked of other aspects of the work environment. It is our analysis that learning to value diversity and increasing tolerance will work towards building trust in general, and toward achieving the full participation of all employees.

- **We recommend that first priority for diversity and communication training be given to supervisors, charge hands, managers, office staff, union leaders, and people who mostly deal with others to do their job (such as first aid / stores, maintenance).**

Any on site training should have improving intergroup communication, and communication skills in general as one of its goals, no matter what the content.

Here's why.

> *"Even for training and using the machine you need communication skills."*
>
> *"Everything here works on an assumption – that <u>you</u> think like <u>me</u>."*
>
> *"Having the different nationalities creates challenges, but it's also healthier."*
>
> *"Sometimes we create barriers by the way we talk about things. Using technical language."*

71% said there was a need for ESL, by which they meant English language skills for Canadians originally from India, China, or in a few cases, Italy.
59% of participants said they or others needed training in dealing with people.
48% named cross-cultural skills as a need for people at NWLD.

> *"The managers and the supervisors will all say they're too busy, too important to go off and train."*

"Supervisors push the guys who work and ignore the guys who don't because they don't want to deal with them."

Analysis.

Valuing Diversity and Communication workshops will bring out many of the underlying communication and intercultural issues and give people new skills to deal with them. The goals will be to give people information and skills to improve communication between individuals at all levels of the Division. Increasing cross-cultural sensitivities and tolerance will also be an important goal.

People will learn what assumptions and expectations they bring to situations, and how these may not be winning strategies for dealing with people. These Diversity sessions will incorporate some strategies for coping with accents and limited English and or too fast or too idiomatic English. Some of the situations described by the participants could become case studies. Many of the ideas from the focus groups and interviews for improving communication, are also appropriate for this kind of course.

This kind of learning also encourages team building and cooperative problem-solving.

- **We recommend a team be established to custom develop and deliver Communication and Diversity for NWLD people.**

The team should include the diversity \ cross-cultural communication trainers, Adult Basic Education professional, and internal people who can champion communication and intergroup harmony at the Division.

Analysis.

The diversity and communication training should be based on real life at NWLD. The planning of the course should be participatory.

B. Speak Up, Speak Out – Improving Spoken English

- **We recommend a pilot communication program tailor-made for people who would like to improve their communicative abilities, especially in speaking.**

This program would be suitable for advanced ESL speakers, and for others who want to get their message across better in all kinds of settings. It should be offered on the plant to groups or even individuals in special cases.

Here's why.

> *"I've heard people just say, 'Why don't you speak English?' to an East Indian co-worker, when they know the guy is speaking English."*
>
> *"Communication – I'm hurting over it, but people say I need to improve."*
>
> *"I think they are trying to be embarrassing by telling me not to speak Punjabi when they can't understand me."*
>
> *"Obviously, the clearer my speaking, the better for me at work and everywhere."*

Analysis.

This is a program requested by the people themselves. It could take place on the plant. Most of the people interviewed who spoke Punjabi or Cantonese in addition to English were comfortable with learning on the plant. These were people who feel, or have been flatly told, that their accents make them difficult to understand. Our sense is that at least 8 – 12 people would come forward immediately for this course. It could be an early winner for the SET program.

- **This communication program should be open to anyone who wants to improve spoken English, not just ESL speakers.**

Here's why.

> *"I sit in a meeting and I can' t say what I want to say. I say, 'You know what I mean,' all the time. It's frustrating."*

"Sometimes I got an idea in my head, but I can't express it what I know. How can you know what's in somebody's head?"

About a dozen people who only speak English expressed a need for basic communication skills. Their concern was more in speaking clearly and correctly, and using technical vocabulary.

Analysis.

These two groups of people share many of the same goals and could be accommodated in a single group. Speak Up, Speak Out doesn't have to necessarily be only an ESL program. Having a mixed group would demonstrate that SET is for all, and that communication is everyone's issue. On the other hand, some people may not be at the point where they would be comfortable in a mixed group.

C. Clear Writing in Plain Language

- **We recommend that NWLD make clear writing in plain language a priority.**

- **We recommend that key people who communicate in writing with employees of NWLD be given further training in the practice of plain language writing.**

- **We recommend that everyone who produces a document on site use a Grammar Checker and pay attention to the readability score.**

Here's why.

As part of this assessment the consultants examined:

- ✓ Job Safety Breakdowns (JSB)
- ✓ Back copies of the ***Cedar Reader***
- ✓ Log Books
- ✓ Training, First Aid and stores area manuals
- ✓ Policy statements and EFAP notices
- ✓ MB Journal
- ✓ Notices and posters around the plant

Not all of these documents are produced at NWLD, but all of them are supposed to be read and understood by the people here. We were told that people at NWLD tend to put only the minimum communication in writing and rely on oral communication to a large extent.

Analysis.

Our analysis confirms that a significant portion of the workforce would have difficulty reading much of the written material. Making plain language a priority, and working with people who write information for others would help produce clearer new documents. Other documents, like the Job Safety Breakdowns (JSBs) are periodically revised by the users. They should be edited for plain language as they are up-dated.

Word for Windows®, commonly used in the office, has a Grammar Checker option in Tools that provides a readability score. Other word processing programs have similar features. Readability scores are an indication of how easy a document is to read and understand. A reasonable readability such as Flesch Grade Level 6 is especially important for documents with an audience of the whole plant, such as the ***Cedar Reader*** and for memos, but would also help when corresponding with foreign customers, and when producing reports. Low readability alone is not a substitute for clear writing.

D. High School Completion and Certification

We have a number of recommendations to support and encourage people who want to attain a provincial school completion certificate or an equivalency diploma.

- **Get information on what is available off plant to those who need to know.**
- **Help people set realistic goals and time commitments.**
- **Develop a buddy system. For example, have people learning at school matched up with a support person.**
- **Commit to accommodating shifts if need be, at least on a trial basis.**

- **Negotiate space in an existing program that may not be accessible to individuals who apply on their own.**
- **Offer on site study skills courses.**
- **Establish a learning centre on the plant.**

Here's why.

> *"You have a lot of middle aged people here who are wishing they'd gone to Grade 12 and did something with themselves."*
>
> *"When I went to school it was a miserable experience for me. I didn't get much out of it."*
>
> *"I wasn't allowed to go to school too long myself. It kind of stuck in my craw."*
>
> *"I am struggling with my career here. I've put in for different jobs and not got them."*

There is a lot of interest in High School certification. 62% of participants said up-grading to a high school certificate is a training need. Some participants in the needs assessment told the consultants that NWLD now asks for Grade 12 as a minimum for hiring, though this is not true. Grade 12 is required on some postings.

Analysis.

Taken together, these recommendations are meant to encourage and support workers who are enrolling in a course of formal education leading to a certificate. Some of these measures will also serve the needs of people who wish to up-grade without certification.

Getting information about off plant options is especially important this year since SET is unlikely to be formally in place for this September when some off plant programs start. Also, some people are clearly more comfortable off plant.

Finding an appropriate program off plant will be part of the process. Access will be an issue as well. One problem is that many colleges and school board programs have waiting lists for assessments and / or for getting into the program.

For example Kwantlen College has a self-paced, open scheduled school completion program with a one year waiting list.

Offering study skills is both an idea for helping people be productive while on a wait list, and an idea for reaching out to potential SET participants. One idea would be a short course, perhaps 10 hours, to be delivered over 6 days within one shift swing. Study Skills for returning to school will go over the basics of studying, (getting organized, finding time to study, brush up reading and spelling, practice writing, reading quiz questions), look at the assumptions and expectations of both learner and school, and explain the Adult Education System and the required courses. Alternatively this could be broken up into short sessions.

The learning centre is a comprehensive idea, and one that should help make NWLD a continuous learning environment. The community colleges and other institutions in the area are not going to easily fit the needs of NWLD people. Also, studying even part-time is a commitment that many people will have a hard time making. A learning centre on the plant answers many of these concerns.

E. Reading, Writing and Math Skills

- **Make both on site instruction and support for entering the education system available to everyone, including those at a very low or very high education level.**

Here's why.

People know they need to improve their basic skills. 72% of the participants said reading, writing and math programs should be offered to employees.

Not everyone interested in improving reading, writing and math skills has certification in mind as a goal. Some people who have their Grade 12 said that their skills are rusty. Others said they would take advantage of an opportunity to improve their skills for their own satisfaction, for a home business, or for a hobby or an outside of work interest. There are some, as well, with very weak literacy skills. A few participants said they had trouble learning, or problems with reading since they were children.

Analysis.

SET will need to have the flexibility to deal with each employee as an individual. The greater the range of people who participate, from office staff to oilers, from long term employees to newcomers, the stronger and the more normal Skill Enhancement Training will be at NWLD. Long term goals around employee participation, problem solving, and team work, depend on employee development being a broadly based success.

F. Computer Courses

- **Almost every participant, and every focus group named computer courses on the plant as a need and an interest. SET should respond to this in the following ways:**

  - ✓ Offer computer introductory courses to draw people into SET and get people interested in improving skills. This could include hiring adult education instructors to give short workshops on site, developing a series of two or three very short courses to get people going and to work up confidence, using NWLD people as trainers to continue a one-on-one introduction to the personal computer.

  - ✓ Demystify the Programmable Logic Computers (PLCs) and other computerized systems at use on the plant. Explain how they work. Diagram them. Write them up in the ***Cedar Reader***.

  - ✓ Make computers a medium of instruction for some skills courses.

  - ✓ Have computers or multi-media learning systems as part of any learning centre.

  - ✓ Purchase software or obtain shareware educational programs, games, keyboarding programs, problem-solving programs, income tax software and the like to give people something to do on the computer besides word processing.

Here's why.

"They're maybe going to take computers when they should do reading."

"If there was a computer ticket, I'd sure want to get one."

Everyone is aware of technology changes at the Division. People want computer training: 77 % of the participants named computer training as a need.

Technology has changed what some workers do, and how they do it. They report that there are fewer people doing lighter work, but faster and under more stress for production than even a few years ago.

Analysis.

Computer courses were named as a need by almost all participants in the needs assessment. They aren't so sure what they mean by computer training, or what kind would by suitable, or where to start.

People think that more computers and automated machines are coming. They want to feel more comfortable and more competent. They want to be able to face the future, continue working and be productive. The computer is a reality in the changes at work, but it is also a symbol for change.

Since no one is really embarrassed about lacking computer skills, almost everyone felt this training could or should be done on plant. This suggests that SET could use the computer as a means of reaching out to people. It also suggests that a learning centre that uses a multi-media computer system as a medium of instruction for some skills would fit well with NWLD.

G. Instructors and Trainers at NWLD

- **We recommend that NWLD hire professional instructors to work on the plant.**

Here's why.

An educator or two, working on contract to the Division or through an institution, could meet many needs and accomplish many of the goals in a cost effective way.

The focus groups made these suggestions.

- ✓ *Maybe a teacher on site as a resource, here on the plant. People could come and get specific help, brush up on any skill. A general teacher.*
- ✓ *Someone neutral, with the ear of the company and the workers.*
- ✓ *Someone who's here, and trusted.*
- ✓ *Maybe making regular visits to the plant, accessible.*
- ✓ *It would be nice to be able to get a group going, to have a place to talk or have support.*
- ✓ *Some people will need help and encouragement.*
- ✓ *The personal touch – a teacher.*
- ✓ *At least a resource person on site but it could be a willing staff member or employee.*

Analysis.

Professional instructors on site at least some of the time will fill several roles; they could be a catalyst for great change and growth.

The SET initiative is a bridging program, building basic skills that will be a foundation for other skills. The professional instructors on the plant are part of the bridging process; their roles and responsibilities and a rationale for using this strategy are detailed in an addendum to this report.

III. A Place for Learning on the Plant

- **The Division needs a place with a good physical set-up for learning. Good lighting, relative quiet, controlled ventilation and heat, furniture and training aids are basic needs.**

Here's why.

> *"A college or school might not be comfortable for a lot of guys. Kinda scared to go there."*
>
> *"It would be nice to be on the plant. "*
>
> *"Definitely on plant. On shift might be asking for too much, but off shift or on Saturdays."*
>
> *"On or off the plant? Tough question."*

Almost all of the participants in the needs assessment felt there should be choices for employees to up-grade their skills on or off the plant. Some suggested that reading or math skills be done off site, either because there is no good place for learning, or to protect the privacy of individuals. Everyone thought computer skills should be offered on the plant to volunteers.

Analysis.

On or off the plant for training is in some ways a tough question. In fact, for many people training on the plant is hard to imagine because of the condition of the training room. For others, the possibility of being vulnerable to teasing is a big barrier to on the plant learning.

Given the overall situation however, there would seem to be many more advantages than disadvantages to establishing a place for learning on the plant. The swing shift barrier could be eliminated, as would travel time. Courses and learning could be contextualized to what the workers know and experience every day. This is known to be a great advantage to older learners. Most important perhaps, learning on the plant should forge new social ties, new teams and new ways of interacting together. It will make participants out of some employees who until now are on the sidelines of organizational change at NWLD.

In the short term, the current Training Room should be improved and upgraded soon. Alternatively, or in the longer term, a training facility should be built on the plant, as a renovation of an existing building or in the next new construction on the site. Down the road, a real learning centre on site – staffed with qualified instructors and in-house trainers, and with appropriate technology – should be a goal.

The Division is in a position to be proactive and plan for a continuing need to train and retrain all of the employees at NWLD.

"When? Soon."

CLOSING REMARKS

Improving the basic skills of everyone at the NWLD is the next step in a series of initiatives to become a more productive, more participatory workplace. Open communication in a safe, comfortable atmosphere is a step along that same path. Improving learning skills, encouraging and supporting people who seek credentials make up another part of the picture.

We believe that the time is right to start the SET initiative. Enough people at the NWLD are ready to try and even anxious to begin.

The SET strategy outlined in this report takes into account the many feelings and fears documented in the needs assessment. In putting Skill Enhancement Training into place for NWLD people, the committee, the company and the union should keep the people issues front and centre.

People hope that the Skill Enhancement Training project will be a force for positive change in the Division. They expect that people will feel happier, and more confident as a result of personal skills improvement. They think that if people gain competencies or go after postings that were previously out of their reach, their morale will improve. Some people are hoping that SET could be their chance for a new start, or their chance to complete an education postponed years ago. No one wants to see them disappointed.

The SET committee has demonstrated that union and management can respectfully cooperate, and can pay attention to process and people as well as they pay attention to productivity.

The Skill Enhancement Committee is under the umbrella of the Steering Committee for the NWLD. The Steering Committee describes itself as the central force in initiating change to improve workplace relationships, communication, and participation. It's mission is to act on achieving the vision for NWLD.

Skill Enhancement Training as described in this report will lay a strong foundation of employee skill development. Getting SET started, implementing the

recommendations of this report is the next stage along the road to realizing some of the hopes and plans of the people at the NWLD.

What if SET works? What will the Division be like? The people in the focus groups and interviews were asked to imagine the NWLD in 1995, after two years of successful Skill Enhancement Training. Here are some of their ideas. Chart Four in the Appendix section presents the responses by category.

"Fewer guys walking around with chips on their shoulders."

"There is less fire fighting and more time for quality improvement."

"There is no more 'they', just us."

"There is less conflict between cultures and more harmony."

"People are more valued, more equal."

"People are getting certificates and promotions."

"People are trained on company time in reading and writing, like other programs, in order to get jobs."

"Others look to NWLD as a model of success."

APPENDIX ONE

MORE ABOUT THE STRATEGY AND METHOD FOR SET

This Appendix provides more detail about the process, strategy and method for this Organizational Needs Assessment for basic skills training needs at NWLD.

Notes from the SET committee planning meetings, and other internal documents are included. Many of the explanations of the method and its limitations are adapted from previous writing on these topics by the authors, Sue Folinsbee and Tracy Defoe.

I. A Brief History of SET at NWLD

Over the years people at NWLD have been interested in providing opportunities for the work force to up-grade their basic skills. Technology changes and down-sizing by seniority left NWLD with a stable, aging workforce. Concerns over training and retraining grew. The majority of the mill workers left school and went to work years before completing their original education. There were concerns about literacy, communication and understanding.

The current committee was appointed by the Joint Plant Committee. The four members of the SET committee worked together to research their options, and to learn about workplace basic skills. They are committed to employee development at NWLD, for individual benefit as well as for the future of the Division. The committee has proceeded carefully, and strived to do things right.

In January 1993 SET committee members attended a one day workshop on workplace basic skills given by Sue Folinsbee. Later that month they invited her to NWLD to conduct a 4 hour session with key management and union people, some of whom were not convinced that SET was a good idea. In this session, basic skills issues at the plant were explored, awareness was raised, and a consensus of support for SET was established.

The SET committee put their mandate and plans in writing. They chose the name Skill Enhancement Training (SET) and began the process of finding someone to conduct the needs assessment and work with them in developing a sound plan for SET at the Division.

By early April a proposal for Tracy Defoe and Sue Folinsbee to conduct the SET needs assessment together was accepted. In the next three weeks Tracy worked with the committee on getting information about the needs assessment to employees, and on the recruitment of volunteer participants. Sue flew from Toronto twice to work on the needs assessment: at the end of April for the planning sessions, and in early June to co-facilitate the first week of focus groups and interviews. Throughout the SET needs assessment the consultants kept in touch by fax and phone.

II. SET COMMITTEE MISSION STATEMENT FROM FEBRUARY, 1993

To: Employees

SET (Skill Enhancement Training)

Mission

- Union and Management have made a commitment to jointly explore the need for and interest in providing upgrading opportunities for all employees.
- It will allow employees to enhance their skills with a focus on mathematics, reading, writing and oral communication and further ongoing education through voluntary participation.

SET Advisory Committee

- A SET Committee has been established to provide guidance to the initiative. This group will have no budget, or final approval authority but will make recommendations to the Joint Plant Committee on maters related to this subject. Please contact the following SET members if you have any questions: Bhim Gandham, Brian Douglas, Les Veale, Dwayne Leskewitch.

Workplace Needs Assessment

- A Workplace Needs Assessment will be conducted. The purpose of the Assessment is to find out your opinions on what upgrading programs would be most useful. The process will involve taking a sampling of employees from different positions in the division. Participation is voluntary. However, your overall views are important so we strongly encourage you to participate.

Skill Training

- Any programs offered through SET will be open to all unionized and non-unionized employees on a voluntary basis. SET will have no impact on the Company's current or planned training activities scheduled by management for which employees receive full compensation.
- Any information regarding an employee's participation in SET will be strictly confidential.

III. SET RECRUITING ANNOUNCEMENT

This SET recruiting announcement to NWLD employees appeared in the weekly *Cedar Reader* May 21, 1993. The same announcement was distributed in the canteen and by committee members. A follow-up *Cedar Reader* recruiting article appeared May 28.

SET = Skill Enhancement Training

What?	Communications Writing Reading Math Computer Skills On-going training, upgrading Develop new skills Complete your education
Why?	Personal skill improvement Better communication Better understanding Keep ahead of changes
Who?	Everyone Union / Management
Where?	On plant Off plant
When?	Asking questions begins June 2/93
How?	Needs Assessment Group and individual interviews Volunteers

SET starts with you!
Please volunteer for a confidential interview with Sue and Tracy.
1 to 2 hours off your job.
Coffee and Donuts provided
Talk to Bhim, Les, Brian or Dwayne today!

IV. The Needs Assessment Strategy

The following are excerpts from the report of the Strategic Planning Meeting for the SET Project, MacMillan Bloedel New Westminster Lumber Division, dated April 27, 1993.

WHO? WHAT? WHERE? WHEN? HOW?

What? ***What is the purpose of the ONA?***

- To determine the reading writing, math and oral communication and On-going further education needs of the workforce
- On-going further education means school completion, computer skills, any other education
- To identify what kind of upgrading opportunities are desirable and of interest
- To identify other strategies to address basic skills that will complement upgrading opportunities
- To identify barriers and supports for training

WHO? ***Who will take part in the ONA?***

- Target 20% of employees = 40 – 50 people (includes management)
- Characteristics / representative features of a sampling of IWA CANADA members, supervisors, managers and others
- Consider departments, positions, age, experience, cultural groups
- No one to be turned away if they want to participate in ONA

HOW? ***How will the ONA be conducted?***

- A combination of focus groups and interviews
- Committees make natural groups
- Invitation to committees by SET project team
- For others, we will meet and look over positions and names to decide how people who have asked to be included fit in, and to determine who else should be approached.
- Individuals will be given a choice of a group or individual interview.
- Which questions will be asked? (in interviews and focus groups)
- Revised questions follow

WHEN?

- Week of June 2–9 for first focus groups and some interviews with Sue. Tracy will do any other focus groups and interviews in the weeks following.
- Meetings for SET committee?
- During the planning and interview period as needed.

WHERE?

- Safe, comfortable private place with coffee and donuts
- Resources needed (2 flip charts and markers, pens and paper available to each group) Also name cards.
- Focus groups in meeting rooms.
- Back office for individual interviews.

COMMUNICATIONS STRATEGY:

How will employees be informed about ONA?

- *Cedar Reader*
- Other places to talk about SET

- Committee meetings?
- Union meetings?
- Operations meetings?
- Other?

How will employees be informed of the results of the ONA?

- Executive summary?
- Present at union meeting / quarterly meeting?
- Other?

Pilot Focus Group

- Decided to schedule 2 hours for this on June 2 from 1:30 p.m. The SET committee will pilot the Focus Group process.

V. COMMENTS ON PLANNING AND WHAT ACTUALLY OCCURRED

Since all volunteers were welcomed to the needs assessment, 35% of NWLD people participated, almost double the projected 20%.

There were eight groups for the two hour focus group sessions. There were between four and eleven participants in each group.

The focus groups were:

- SET Committee
- 2 Mixed Groups of hourly employees from all parts of the Division
- Operations Committee
- Plant / Safety Committee
- Managers and Department Heads
- Supervisors
- Office staff

Twenty-six individual interviews of about one hour were conducted. A small number of people attended a focus group and had an individual interview. They are not counted twice in the total.

During the focus group sessions, as planned, all responses and comments were written by one of the consultants on flip chart paper. The large sheets were then taped around the room for all to see. Occasionally the group would revise a comment for clarity.

In the interviews the we took notes including many verbatim quotations. The structured question format and process were observed as follows.

Organizational Needs Assessment
SET for the New Westminster Lumber Divisions
MacMillan Bloedel Limited
Personal Interview Questions

Introduction

- Introduce self and thank participant for coming
- Explain goal of needs assessment
- Identify skills looked at – math, reading, writing and oral communication
- Stress confidentiality (nothing you say can be traced back to you; no names, just general trends)
- Set time limit
- Ask participant(s) for any questions before starting.

Areas to Probe

Breaking the Ice – Sample Questions

- Could you tell me what you do here?
- How long have you worked here?
- What kind of changes have you seen here, especially changes that call for additional skills?

Workplace Education / Basic Skills Upgrading Needs

- What reading, writing, math do people do in your area?

- Who do you talk to? In what languages?
- How do you find working with people from different nationalities?
- What workplace documents do people find difficult to read?
- How could they be improved?
- In what areas do you think that people might want to upgrade their skills to benefit their personal / work life?
- Why would they want to upgrade?

Meeting Needs

- What kind of upgrading programs do you think should be offered?
- Should programs be offered on or off the worksite?
- When should they be offered?
- What barriers might there be that would prevent people from upgrading?
- What could everyone here do to be more understanding of different people?
- On a scale of 1 to 10, how interested do you think people you work with would be in up-grading their skills if the opportunity were there?
- What ideas do you have for ways the company and the Union could make communication easier for workers?

The Future

- It's 2 years from now. SET has been around for 2 years. How do you know it's been successful? Give me some examples.

Closing

- Check out how comfortable people felt with the process
- Thank people for participating
- Reassure confidentiality
- Ask them if they have questions
- Give them a contact person if they want to know more about the results
- Emphasize that it won't be clear until the assessment is finished as to what the outcomes might be

Organizational Needs Assessment
SET for the New Westminster Lumber Divisions
MacMillan Bloedel Limited

Focus Group Questions and Process

Introduction by SET committee member mentions:

- SET is joint union / management
- Focus on training needs
- Focus group process is 2 hours
- Feed-back (report on this planning step at the end of the summer)
- Introduce Sue and Tracy

Consultants Opening

- Introduce self and thank participant for coming
- Explain goal of needs assessment
- Identify skills looked at – math, reading, writing and oral communication
- Mention on-going education
- Stress confidentiality (nothing you say can be traced back to you; no names, just general trends)
- Set time limit
- Ask participant(s) for any questions before starting

Focus Group Process

1. Individually identify the three most important situations where people need to improve skills.

2. Work in small groups to come to a consensus on the three most important basic skill needs of employees / union members. Elect a spokesperson to report back to the large group.

3. In your group discuss the following:

- What kind of upgrading programs do you think should be offered?
- On or off the worksite?
- When? Time of day or time of year?
- What barriers might there be that would prevent people from upgrading?
- What could everyone here do to be more understanding of different people or make communication easier
- It's 1995. SET has been around for 2 years. How do you know it's been successful? Give me some examples.

Closing

- Check out how comfortable people felt with the process
- Thank people for participating
- Reassure confidentiality
- Ask them if they have questions
- Give them a contact person if they want to know more about the results
- Emphasize that it won't be clear until the assessment is finished as to what the outcomes might be

VI. VALUE AND LIMITATIONS OF THE ASSESSMENT

A. Value of the Process

The assessment was designed to be open-ended and to allow participants to give their opinion freely. We also feel that because the two consultants were from outside the Division with no particular stake in the outcome participants spoke openly and freely.

Participants gave similar responses whether they took part in a focus group or an interview. This confirms the validity of the process.

People from different departments of the Division identified the same issues and gave similar suggestions. Managers, IWA-CANADA members and the office staff also gave similar responses. This also confirms the validity of the results.

About 35% of the people at NWLD came to an interview or focus group session and gave their input into this process. Using focus groups as part of the assessment strategy allowed this level of participation. Through the focus group process participants came to consensus on important issues, and sometimes met co-workers for the first time.

The consultants, and the members of the SET committee received very favourable comments on the needs assessment process. People felt valued, and were enthusiastic about SET and the possibilities for the future.

A qualitative assessment like this one allows for a depth and breadth of feelings, and taps into the perceptions and opinion of participants. This report provides a snapshot of the NWLD at the time of the SET needs assessment and lays out a foundation for implementing a basic skills initiative.

B. Limitations

A qualitative process has some limitations. It relies on a third party to analyze the perceptions and opinion of participants and so is, in a sense, impressionistic.

Using focus groups instead of only individual interviews sometimes limits the depth of information. Some individuals may have been inhibited by a lack of time or a reluctance to speak in the group. The focus groups in this study allowed for a very wide range of participants; we believe fewer people would have volunteered for a personal interview.

Participation was voluntary. It may be that a segment of the people at the Division did not want to get involved, though the SET committee was satisfied every possible group had representation.

We believe these limitations are outweighed by the value and quality of the responses.

APPENDIX TWO

MORE ABOUT THE FINDINGS

I. MORE QUOTATIONS FROM THE INTERVIEWS AND FOCUS GROUPS

A. Diversity Issues

I wouldn't want to talk about racism or discrimination. Those are rude terms. I'd say favoritism and teasing.

I call it teasing. If I thought of it as harassment or assault, I couldn't face it.

You have to have a thick skin.

People shouldn't be discouraging workers. They shouldn't laugh when they speak if they make a mistake or use incorrect English.

Some co-workers speak East Indian around me. Sometimes it's annoying but you have to put up with it.

"I think the white guys are more friendly here than in other mills."

Before I could say there was a problem with racism. Now we know each other and it's a nice place to work.

If we speak our own language, it's so we can have clearer communication. Better understanding. It's an advantage, really.

We need to accept each other as people.

From the union end we're trying to get the message across that racism and sexual discrimination are not tolerated. (Pause) I don't know how the company feels about that.

We have nothing to do with them.

"I don't notice that it's multicultural around here."

"(Some) know the jobs. They don't know how to treat people."

"Look, I just don't have any idea what some guys are saying. They come up to me, and they talk and I nod my head, and after they go I turn to someone

and ask, "What was all that about?" You wouldn't believe the time we waste on that."

B. Co-workers

Guys will make remarks like: "Are you doing that course, I thought you were smarter than that?"

Some people are rude, moody and immature.

The supervisors are OK.

It's a funny place around here. Lots of gossip. A real Peyton Place.

The same guys who tease are the ones who'll tell you they're afraid of what people would say about them.

Some people have really poor handwriting in the log books. I always tell my kids it's important to leave writing that other people can understand.

There are so many different guys here. I can't speak for them.

A group that has a social bond works better because they like each other and they take production as a group.

We see the same 40 people ask questions at meetings. The same people are on all the committees. I think you should only be allowed to sit on one committee at a time.

Some of us had to get educated, learn specific skills to qualify for our jobs. Why should people get this from the company? Why shouldn't people be responsible for their own high school or ESL or whatever?

C. Working at the Mill

All the jobs are repetitious and boring. A lot of people just turn off. If there was a way around it, you'd have a lot more communicative group, people not mind-wandering and not there.

We could improve communication, and on the job, actual improvements may not be there. On the racks, I've been with 3 guys, all with post-secondary education and our communication was no different from the guys who have little education.

We need to lose the perception that salaried people are more valuable than people who get an hourly rate.

Mills become a cloister. We think we don't need this stuff, but we do.

D. Feeling Discouraged, Feeling Hopeful

We see this all the time. Nothing will come of it.

We're a dying breed. How can you get ahead from here?.

I have boys. I wouldn't want them to come to work at a mill.

I think you'll see motivation for other jobs, and for here too.

I think almost everybody will want to do something.

II. IMPROVING COMMUNICATION

These are suggestions from the interviews and focus groups on ways to improve communication at NWLD.

The upper management is open to it, but guys won't come to them to talk. They should be more visible in the mill.

More experiences like this (focus group). More input from people.

Maybe we need to get to know each other. Have more shared events (baseball team or whatever) more mixing.

Maybe more common courses. The them / us situation is intimidating people.

Train the supervisors in general and cross-cultural communication, and in leading people.

We should have more profiles in the Cedar Reader. It would help if we knew more about each other as people, like in a yearbook.

You should learn more about someone before approaching him.

Limit people to one committee so more people are involved.

Have patience.

Take more time to talk, or make appointments to have time to talk. People are always too pressed for time to make the effort to talk to each other.

Learn about cultures and different ways of life.

Be a good listener – paraphrase.

No negative feed-back. No put downs.

Keep your opinions to yourself.

Have better understanding and respect for cultures.

Keep things simple. Keep writing simple.

People who have trouble expressing an idea in a meeting should be encouraged or allowed to speak in their own language and have someone translate.

Give people the benefit of the doubt. Trust them and be open.

Don't assume that because a person doesn't speak English that they are dumb.

III. Concerns Expressed in the Interviews and Focus Groups

A. Violence

During the period of the needs assessment there was an incident in which one worker hit another and injured him. This incident was reported many times to the consultants as an example of communication breakdown and intergroup animosity. Some people also pointed to it as an example of a double standard or favoritism because they believe the hitter was dealt with more leniently than people who had hit others in the past.

Whatever the true facts of this example, they are perhaps not as important as the perceptions of unfairness at this point. Also, the threat of violence, that someone might hit you and knock out your teeth, has to be a factor in feeling safe at work. If people are going to risk open communication and have the confidence to become learners, they must feel safe, and in fact be safe in all ways.

B. Pornography

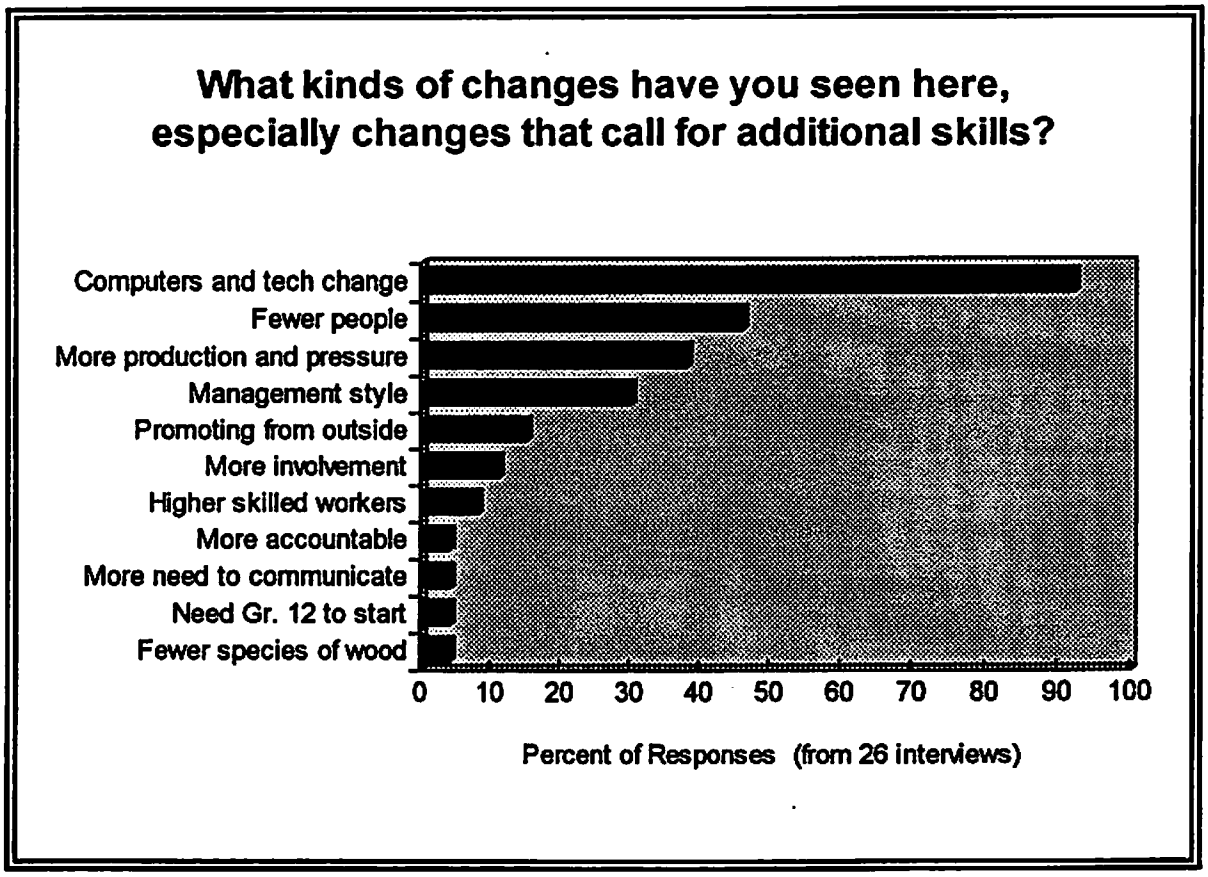
The consultants did not see any pornography on the plant. We did not ask about pornography but four male participants raised this issue. One said it was an indicator of the mentality of the workers. Two said seeing less pornography on the plant would be a success marker for SET. The fourth mentioned it as a form of harassment.

APPENDIX THREE

CHARTS OF RESPONSES

These four charts provide a picture of the responses from the 88 participants in either 8 focus groups or 26 individual interviews. The questions are open-ended. Some individuals and some groups gave many ideas; others gave only one or two responses.

CHART ONE



QUOTATIONS ABOUT CHANGES

Now people push hard for budget and production. The supervisors are obsessed with the budget.

The workload is more than before and there are fewer people. It used to be heavy work, no stress. Now it's physically lighter, but high stress.

MB is trying to have better communication between workers and management.

Used to be you could start pushing a broom here and go all the way to the top. Not now.

MORE ABOUT CHANGES

There is a general acknowledgment that there is a swing to the better, that management and union have improved things in the last few years.

"The management is better now. Before they were totally rude."

"You might get listened to now. There's a chance your ideas will be listened to."

People believe that the wood products industry is threatened.

Some said that even if the Division is doing well, world market forces, tech change or other factors could put them out of work. Others were optimistic and felt more in control.

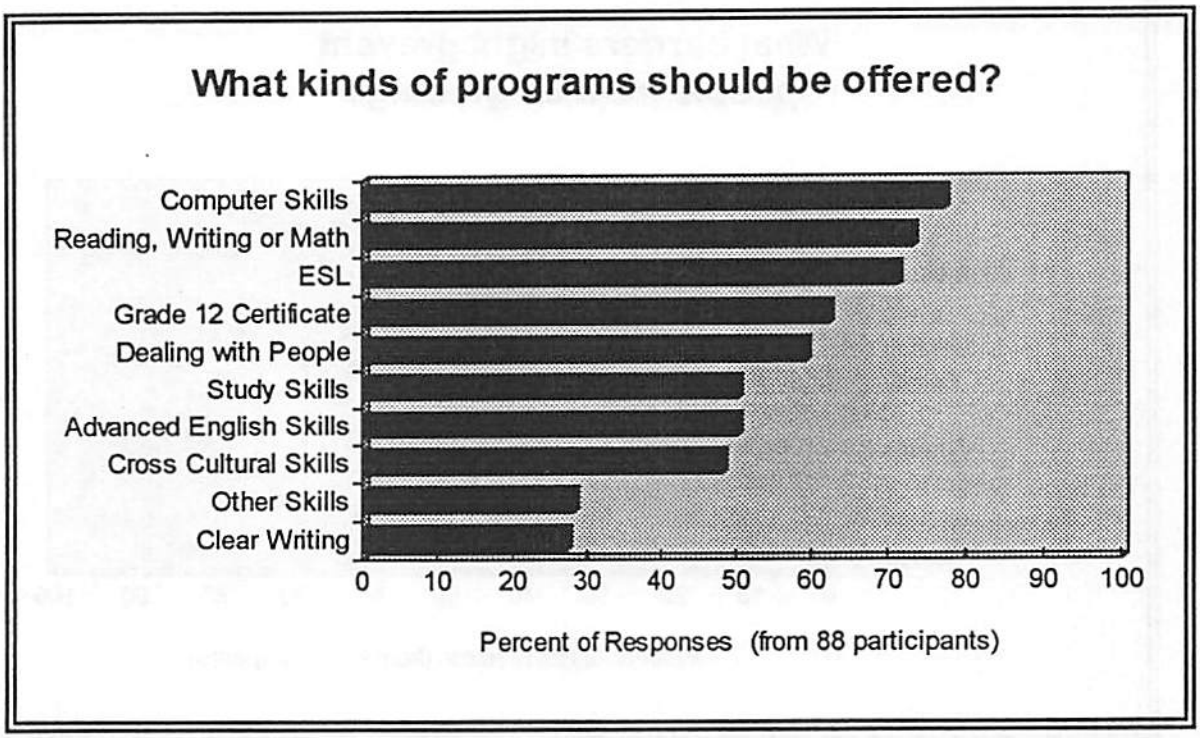
"For me, I think I've got a secure job."

"Look, I just don't see a future here. I've been bumped down to low skilled jobs."

"Morale is decreasing over time."

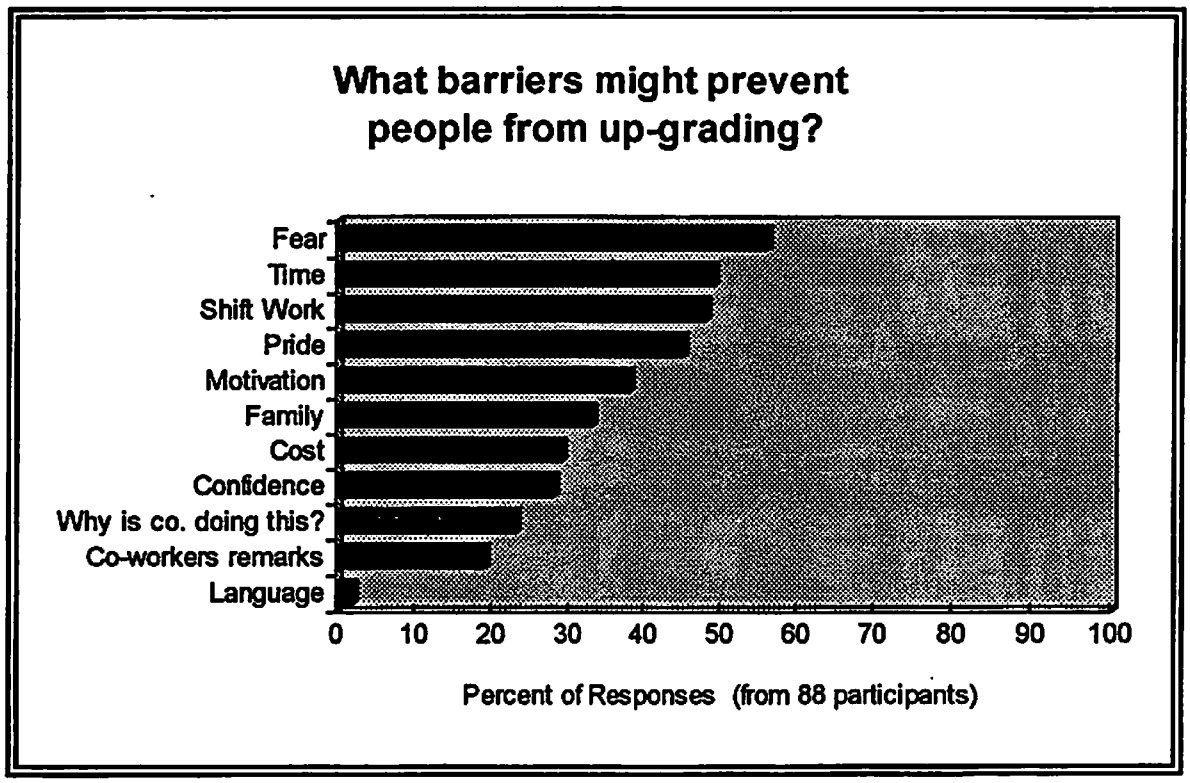
"People are going to want to be able to get a job when they leave this place. We're not going to be here forever."

CHART TWO



The Other Skills category includes suggestions for conflict resolution, team building, trainer skills, income tax, hobby related courses, general interest courses, or "just anything." A small number of people asked for trades enhancement courses such as those already offered at the Division on a regular basis. This response is not charted.

CHART THREE



QUOTATIONS ABOUT BARRIERS

Self-confidence, no self confidence is a barrier. You've got to motivate yourself. If you're not happy and motivated, it's like being a robot.

Some people here are teasers. They'll say, "How are you, students?" and that will stop people. We need to find a way to put the negative aside.

People won't walk in the office for fear people will talk about them.

The swing shift has deterred me for years.

CHART FOUR

It's 1995. SET has been around for two years.
How do you know it's successful?

Better communication	72%
More people involved	40%
No us versus them	35%
People get postings or promotions	30%
Less isolation between groups	30%
People are happy	28%
Improve skills	26%
Better morale & better attitude	24%
Better job security	23%
People complete Grade 12	20%
Less conflict	18%
Opportunity to better self	17%
People thinking again	14%
Workforce better educated	13%
Better understand the business	10%
Change the view of the worker	8%
Higher production	7%
Learn to read	5%
Develop new leaders	4%
Use computer	2%

Percentage of Responses from 88 participants